

Scientific Investigations Rubric

Name _____

Date _____

Lab _____

	4	3	2	1
Accuracy	All data and results are accurate	Most data and results are accurate	Some data and results are accurate	None of the data and results are accurate
Graphs	Graph has axis labeled, title, and units properly placed	Graph has two of the three components done accurately	Graph has one of the three components done accurately	Graph has none of the three components done accurately
Conclusions	Conclusions are logical and well-written; all information is accurate	Conclusion relates to the lesson, but has small inaccuracies	Conclusion contains some inaccuracies	Conclusion is absent or contains all inaccuracies
Spelling, Punctuation, and Grammar	No mistakes in spelling, punctuation, and grammar	One to five mistakes in spelling, punctuation, and grammar	Six to ten mistakes in spelling, punctuation, and grammar	More than ten mistakes in spelling, punctuation, and grammar
Procedures	Able to follow procedure for investigation independently	Needs some guidance in following procedure for investigation	Needs a lot of support procedure for investigation	Is not able to follow procedure for investigation at all
Formulating Questions	Able to formulate hypotheses and questions independently	Needs some guidance in formulating hypotheses and questions	Needs a lot of support in formulating hypotheses and questions	Is not able to formulate hypotheses and questions
Total Points				

Grading Scale	24= 100%	19= 80%	14= 60%
	23= 96%	18= 76%	13=56%
	22= 92%	17= 72%	12= 52%
	21= 88%	16= 68%	11=50%
	20= 84%	15= 64%	Scores below 50 teacher's discretion

Student Self-Assessment - Metacognitive development is a skill that research has proven to have a positive and enduring effect on the learning process. The Student Self-Assessment, completed by students, gives the student, teacher, and parent information regarding strategies that work for the learner. Being able to determine which strategies are effective for the individual student will help to plan instruction according to individual learning styles. In addition to driving instruction, building metacognitive skills empowers the child to take responsibility for his/her own learning. These are skills for life which students can apply in all content areas for the duration of their educational years.

The teacher can use this information to develop a profile for the student, using the Student Self-assessment, Achievement of Science Standards, and the Report Card. The metacognitive evaluation can be completed on a regular basis. Recommended for use at the end of each unit, but can be used during the unit to determine the direction of instruction.

The Science Report Card serves as a tool for communication between home and school.